Profession of Arms Campaign:

*"The overall objective of the Campaign is for Soldiers and leaders to refine their understanding of what it means to be professionals - expert members of the **Profession of Arms** - after over nine years of war and to recommit to a culture of service and the responsibilities and behaviors of our profession as articulated in the Army ethic."* **GEN Martin E. Dempsey**

CAPE: CAPE (the Center for the Army Profession and Ethic) is the Army Force Modernization proponent for the Army Profession and Ethic and Professional Character Development.

Moral Combat: Moral Combat is a combat-scenario, "first-person shooter" game sponsored by CAPE. The game introduces a series of ethical dilemmas that can prompt discussion among Soldiers regarding their decision-making.

- Most effective at the squad and platoon levels.
- Engaging method of presenting professional topics and ethical dilemmas
- Tool for leaders to use in discussing the Profession of Arms
- Recommended processing speed of 3 GHz and works best with a screen resolution of at least 1024x768.

Moral Combat contains a training phase and two missions:

- *Training* - Familiarizes Soldiers with basic game-play
- *Mission 1* - Soldiers will face multiple decision points as they execute a joint patrol with the Bekistan National Army (BNA).
- *Mission 2* - Soldiers will face multiple decision points as they conduct route clearance to secure a school for a meeting with the local Sheik.

Recommended for Use at Platoon and Squad Levels. The small unit leader should provide an opportunity for Soldiers to play the game and then engage in an open discussion. As Soldiers talk through each decision point, they gain a better understanding of how they make their own decisions, and how they can learn from their peers and leaders. As the leader facilitates the conversation, he or she will also gain insight into the thought process and values of his or her Soldiers.

THE PROFESSIONAL SOLDIER
An American Professional Soldier is an expert, a volunteer certified in the Profession of Arms, bonded with comrades in a shared identity and culture of sacrifice and service to the nation and the Constitution, who adheres to the highest ethical standards and is a steward of the future of the Army profession.

A leader should use Moral Combat to generate discussion among subordinates on the Profession of Arms and ethical decision-making. Engaging in discussion and reflection is more effective for character development than listening to a slide presentation in a classroom.

Leaders should discuss with Soldiers the relationship between their in-game decisions and their real-life decisions. For instance, what impact did the statements of simulated leaders in the game have on the Soldier's decisions? How is this similar to the impact of leaders in real life?
Other discussion points include:

- How does unit climate impact Soldiers' performance?
- How do the Army Values and/or Warrior Ethos impact Soldiers' performance?
- What rules, regulations and/or norms are relevant to the Soldiers performing the mission?
- What are other possible outcomes of the Soldiers' actions in the mission?
- How does the above definition of a "Professional Soldier" relate to Soldiers' actions and decisions?

Moral Combat Recommended Use:
Below is a recommended way for leaders to challenge Soldiers to look at their own behavior, decisions, and identity as Professional Soldiers.

Load the game onto either government or personal systems off the disc or from the milgaming portal (**https://milgaming.army.mil**). If students are not familiar with the game interface, have them work through the training mission and discuss the features with them.

Allow approximately 10 minutes to play Mission 1 and approximately 15 minutes for Mission 2. After each mission, allocate 15-20 minutes to discuss Soldiers' decisions and actions in the game.

**Selecting a Mission:** Double click on the selected mission

Learn more by visiting http://cape.army.mil or the mil-gaming website at https://milgaming.army.mil.

Training Scenario:

The purpose of the Training Mission is to familiarize Soldiers with the basic controls of the game. Soldiers will learn movements, how to fire a weapon, and how to recognize decision points. Soldiers also have the opportunity to choose the members of their squad.

Mission Screen Tabs:
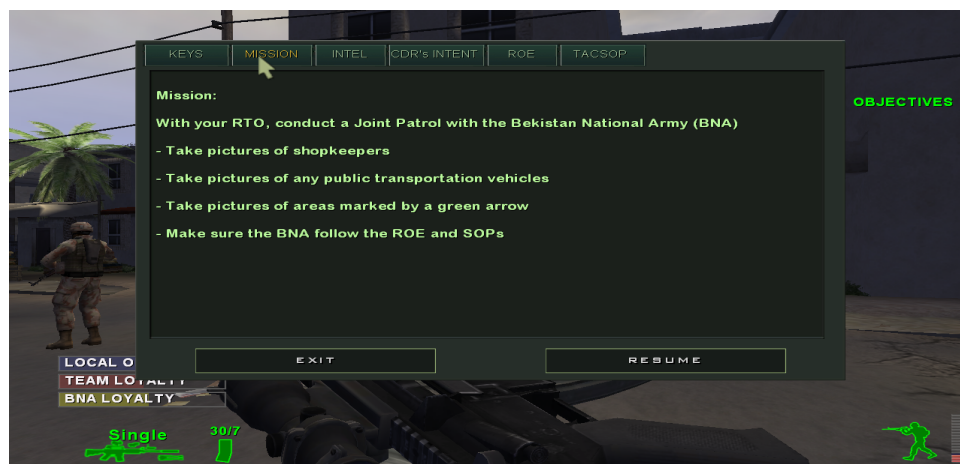
Several tabs are available for Soldiers to reference during the patrol, by pressing the "ESC" key.

KEYS: Layout of keyboard and controls
MISSION: Statement of mission
INTEL: Excerpt from intelligence update from the intelligence cell
CDR's INTENT: Bullet form of the Commander's Intent
ROE: Excerpt from unit ROE
TACSOP: Excerpt from unit TACSOP

Mission 1: Conduct Joint Patrol with Bekistan National Army

Soldier conducts a joint reconnaissance patrol with the BNA, and then takes fire from an unidentified source. The Soldier will encounter several ethical decision points.

Decision Point 1: Bekistan National Army Soldiers continue firing after civilians appear on the battlefield.
- COA 1: Continue to shoot
- COA 2: Call "cease fire"
- COA 3: Do Nothing

Decision Point 2: (Only available if Soldier calls "cease fire" in first dilemma.) Bekistan National Army Soldier is beating a teenage detainee.
- COA 1: Continue tactical questioning
- COA 2: Stop interrogation
- COA 3: Do Nothing

Decision Point 3(a): (Follows Decision Point 2, if Soldier chooses COA 1 or COA 2) A detainee has been killed, and the Soldier must decide what to report.
- COA 1: Drop the gun and report enemy KIA
- COA 2: Report civilian KIA
- COA 3: Report nothing

Decision Point 3(b): (Follows Decision Point 1 if Soldier chooses COA 1 or COA 3) A civilian child has been killed from the intense shooting.
- COA 1: Report an Enemy KIA
- COA 2: Report a civilian KIA
- COA 3: Report nothing

Decision Point 4: There is both an insurgent and a woman with a child in the room that the Soldier needs to clear.
- COA 1: Throw a fragmentation grenade
- COA 2: Throw a flash bang
- COA 3: Do nothing (If the Soldier chooses neither, BNA will clear the room with no support)

End of Mission 1.

Mission 1 Discussion:

Upon completion of Mission 1, the leader should gather his or her unit together and discuss each decision point. Focus on the virtue, rules, and outcomes that played into Soldiers' decision-making.

Example questions and talking points could include:

Decision Point 1: "Who continued to fire when civilians entered the battlefield? Why did you continue to fire?"
- At what point did they establish PID of the enemy?
- Did they notice that they were at a decision point?
- Were they firing in the same direction as everyone else because they thought they had PID of the enemy?

[This is an excellent opportunity to discuss your unit's SOP regarding ROE and controlled fires. Continue to discuss how the rules of engagement, personal virtues, and possible outcomes played into your team's decision making.]

Decision Point 2: (Only available for Soldiers that cease fire in the first dilemma.)
"Did you notice the BNA beating a teenage detainee?"
- If so, did they step-in to stop the abuse or did they let it go?

[If they stopped the abuse you may want to ask them what personal virtues, rules, or outcomes played into their decision. If they didn't, you may want to ask them why they didn't intervene.]
- Did they feel it wasn't their role to stop the abuse? If so, why?
- Did they believe that the BNA were acting in self-defense?
- What are their personal thoughts on the treatment of detainees?
- Is there a difference between how we treat detainees and how the BNA treat detainees? Should there be? What are the moral and ethical implications?

[This is an excellent opportunity to discuss how our decisions can affect the local populace and their overall opinion of the US Military. Also discuss how these decisions could impact the BNA and their cooperation with the US Military.]

Decision Point 3(a) and 3(b): "What did you report when you noticed that a civilian had been killed? Did you report it accurately? If so, what rules, virtues, or outcomes played into your decision-making?"

If they reported it falsely, ask them why.
- Were they concerned about the outcome if they reported it accurately?
- Were they trying to avoid a 15-6 investigation?
- Is there ever a time where sending a false report is ok? Examples may include green reports, sensitive item reports, PCIs, PCCs, etc.

[This is a good opportunity to discuss the legal implications that could result if you send up an inaccurate report. Also discuss the "keep it in the family" mentality and trust within the unit.]

Decision Point 4: "How did you enter and clear the room?"

If they chose the fragmentation grenade, why did they choose it?
- What factors were most significant in their decision-making?
- What rules apply when using a fragmentation grenade?

If they chose the flashbang, why did they choose it?
- Were they considering the unit SOP and commander's guidance?

If they entered and cleared the room with the BNA Soldiers, why did they choose that COA?

[This is a good time to discuss your unit SOP for entering and clearing a room, and whether it changes based on changes in the operating environment. Also, briefly discuss the consequences of each COA.]

End of Mission 1 Discussion.

Mission 2: Secure School

The Soldier conducts a joint patrol with the BNA to secure a school for a meeting with a local leader.

Decision Point 1: PL/PSG tells SL to clear route and school with his (small) squad.
- COA 1: Refuse to go
- COA 2: Grab some BNA
- COA 3: Go with current squad

Decision Point 2: Find BNA Soldier taking money from house. When caught, he looks up and says, "Men need Kalishnikovs."
- COA 1: Take the money, and report
- COA 2: Tell the Soldier to put the money back
- COA 3: Split the money

Decision Point 3: Woman requests help for dying baby, needs immediate higher medical aid.
- COA 1: Render aid and send mother to base
- COA 2: Continue mission

Decision Point 4: User sees what may be a cache, but needs to meet the mission timeline.
- COA 1: Leave BNA to search
- COA 2: Mark the cache, call it in

Decision Point 5: The commander thinks the Soldier has finished clearing the school.
- COA 1: All clear
- COA 2: Not finished yet

Decision Point 6: Heavy contact outside the courtyard. The Soldier must balance the risk to a US Soldier getting shot with risk of injury to detainees.
- COA 1: Use Detainees as human shields
- COA 2: Send the US Soldiers out first
- COA 3: Use back wall, throw detainees over

End of Mission 2.

Mission 2 Discussion:

Example questions and talking points could include:

Decision Point 1: "Did you go on patrol without the BNA?"

If so, why did they decide to patrol with a small element?
- Did they believe they had enough men for security during the patrol?
- Were they complying with the PL's guidance?

If they chose to take the BNA, what was the reason for that decision?
- Did they add the additional BNA for security purposes?
- What rules, virtues, or outcomes played into their decision-making?

[This is a good opportunity to discuss your unit SOPs, when a leader should give "push-back" to a superior, and what Soldiers think about breaking rules.]

Decision Point 2: "Did you tag the money as evidence, tell the BNA Soldier to put it back, or ignore it?"

If they tagged the money as evidence, why did they do that?
- Were they complying with the commander's guidance based on the S2's intelligence report?

If they ordered the Soldier to put it back, was it to allow a poor local national to keep what could be his life savings?

Did they ignore the situation because they didn't believe it was pertinent, or did they realize the BNA could use the money to purchase weapons?

Discuss the commander's guidance and what impact it could have on the BNA.

Decision Point 3: "Did you render aid to the woman's child? What rules, virtues, or outcomes played into your decision?"

[Have a thorough discussion on how decisions can and will affect the local's opinion and support of the US Military.]

Decision Point 4: "Did you call in the possible weapons' cache?"

If so, did they stay within the mission timeline?

If not, was their decision to keep going because they had a specific timeline to meet?

[Have your Soldiers give examples of the possible consequence of each COA.]

Decision Point 5: "Did you tell the commander that you finished clearing the school?"

If so, why did they tell him that?
  • Were they worried it could have a negative impact on mission success?
  • Were they trying to make themselves look good in front of the commander?

If not, what rules, virtues, or outcomes played into their decision-making?

[Discuss the consequence of each COA.]

Decision Point 6: *"*Did you use the detainees as human shields?"

[Use this question to prompt a more in depth discussion about the value of human life. In this scenario either the HVT is wounded or killed, or one of the Soldiers is severely wounded.]
  • "Is it more important to risk your Soldier's lives for the protection of the HVT and the possible intelligence you could gain? Or is it better to risk the HVT's life to protect your Soldiers?"

End of Facilitator Guide

Feedback

Please provide feedback on Moral Combat at the CAPE website: http://cape.army.mil.
(Click on the "CAPE Products" button and then on the "Moral Combat" button.)

System Requirements (Recommended)

- 3-D graphics card with 256 MB memory and support for hardware transformation and lighting

- 3.0 GHz processor or equivalent

- English version of Windows® 2000/XP Operating System with all updates

- 1 GB RAM

- 3.5 GB of uncompressed hard disk space for game files

- 4X DVD-ROM (not required for downloaded installation)

- Windows 2000/XP compatible system (including compatible 32-bit drivers for CD-ROM
  drive, video card, sound card, mouse and keyboard)

- DirectX® 9.0

- 100% Compatible DirectX 9.0 sound card

- Broadband Network Connection

- NVIDIA® nForce™ or other motherboards/sound cards containing the Dolby® Digital
  Interactive Content Encoder required for Dolby Digital® audio

Screen Resolutions

The only resolutions officially supported by *America's Army* are: 800x600, 1024x768, 1152x864, 1280x960, 1280x1024, 1600x1200.